

A READING & WRITING LESSON PLAN

- CLASS PROFILE & TEACHING CONTEXT –

The following lesson plan will form part of a scheme of work entitled, *Myths and Legends- Fiction Literary Texts*.

This scheme of work, and this particular lesson plan, is specifically for the 1st year of ESO, for a hypothetical group belonging to a linguistic section.

Though the secondary school I work in has not got a bilingual project, this lesson has been planned using the guidelines from the “Advanced Curriculum”. It is meant for a group of approximately 25-30 students who enter the linguistic section having passed the Cambridge KET or PET exams.

The school, which most probably will become bilingual next school year, is located in the northwest of the community of Madrid.

-GENERAL LESSON AIMS-

GROUP: 1 ESO (linguistic section)

LENGTH OF TIME/LESSON: 50 min

The reading of a myth will be a model session for students to see what I expect from their reading and writing a legend in the 1st evaluation, as part of the specific content: Creation of myths and legends and literary acquisition (oral literary tradition). Previously, in another lesson, we will have studied the concepts and differences between myths, legends and fables, as explained by Oban at <http://www.planetozkids.com/oban/what-is-difference-between-myths-legends-fables-folk-tales.htm> (see Material 6). At the end of the lesson, the students will be able to retell the myth we

have read in their own words, recognize its elements: setting, characters (gods, mythical creatures and men), conflict (tragedy as a consequence of being foolish and making mistakes) and outcome, and create a myth of their own.

-1 ESO ADVANCED CURRICULUM GENERAL READING AND WRITING OBJECTIVES-

1. To read and understand a text about mythical creatures and recognize its formal characteristics.
2. To understand how literary texts work; using the knowledge acquired on the conventions of each genre; the themes and motifs in the literary traditions. Appreciate the possibilities that literature offers to enrich one's personal growth.
3. To infer definitions and interpret different historical and cultural contexts.
4. To value the English language as a means of communication.
5. To write texts which are to a certain point complex and which have different purposes; deal with different topics; to use appropriate cohesive and coherent devices.
6. To use, correctly, aspects which make up the language, phonetics, lexeme, structures and functions, in different communicative contexts.
7. To recognise the diverse types of written texts, including its formal structures.
8. To use different learning strategies and all the means in one's reach, especially ICT, to present information in the written form.

-1 ESO ADVANCED CURRICULUM GENERAL READING AND WRITING CONTENT-

- Literary language: to read texts from a variety of texts or fragments from English speaking countries, suitable in length and content to

the students' age. An appreciation of the distinct features of literary language/devices.

- To use reading comprehension strategies: to identify themes in a text using textual and non textual elements; to use previous knowledge on a topic and make predictions about the content; inferring words/meaning from the context; using visual aids and comparing words and phrases to those in Spanish.
- To identify the main ideas (topic sentences) and conclusions in texts which deal with themes that students can relate to.
- (Literary Education) An introduction to the literary genres via the recommended reading of fragments from works which are suitable for the students' age. And analysis of the most characteristic features.
- (Literary Education) See reading as a source of leisure and knowledge.
- To write different types of texts with the use of model writings and paying close attention to the use of cohesive devices and other suitable strategies (such as writing frames) in the process of writing.
- To show the correct usage of spelling and punctuation; and to be aware of its importance in writing.
- To place importance in the presentation of written texts that are produced both on paper and on their PC.
- To show an interest /awareness of the importance of written texts as a source of information and for learning; as a way to communicate experiences, ideas, opinions and one's own knowledge.
- Writing texts with literary devices, imitating some of the literary devices seen in the model text.
- Written summary writing of a story or plot from a book or other audiovisual source; and to express personal opinions regarding the latter.

-Basic Level Reading and Writing Skills-

- a) **All** students will understand the text and identify the main characters.
- b) **All** students will understand the different parts of a myth.
- c) **All** students will understand the key words and be able to write a short summary using those words.

-High Level Reading and Writing Skills-

- **Most students** will interpret the story at a deeper level; interpret the characters' personality and the learning experiences they can gather from the conflict of the myth (consequences of disobedience)
- **Most students** will infer the use of language for a specific effect; they will *interpret* how the language has been used to create a specific effect on the reader.
- Most students** will be able to create a myth of their own including all the elements of a myth and rhetorical features to create a specific effect.

-LESSON PROCEDURE-

TIME	Teacher Activity	Pupil Activity	Expected Outcomes.
5 mins	I explain to students that we are going to read a myth. Elicit what a myth is.	Students activate their background knowledge on text types- myths.	To activate that myths are fiction- recounting texts.
10- 15 mins	I show students the power point	Students try to match the	To understand the images are

	<p>images. I explain they are images related to the myth we are going to read. They must predict who the people are in order to become familiar with the characters and their Greek names.</p> <p>I also pre-teach key words and cultural concepts students will not be familiar with (see materials 1, 2 and 3).</p>	<p>pictures with the names of the characters.</p> <p>Students revise, learn and become familiar with key-words, necessary to understand the story.</p>	<p>cultural references and that they are associated to the myth.</p> <p>To pre teach key vocab: craftsman, hollow, labyrinth, bull, minotaur, wing, feather, wax, warn, damp, clog, melt, drown.</p>
10 mins	<p>I read the myth aloud changing intonation, tone, person speaking; I maintain eye contact across the classroom.</p> <p>(material 4)</p>	<p>Students read and listen at the same time, paying attention to pronunciation, tone, rhythm and intonation.</p> <p>Afterwards, students take turns to reread the text aloud. I invite students to ask any</p>	<p>That students will follow the surface information; who, what, where, when, how.</p> <p>Some will pick up on my change of tone during the reading and the changes in mood.</p>

		questions if the feel like asking.	
20 mins	<p>I ask the students to re-write the myth in their own words.</p> <p>I ask them to write imperative and conditional sentences that Daedalus could have said before and after the conflict. I also ask them to write sentences saying what the characters should have or should have not done (see Material 4).</p> <p>I ask them to create a myth and use a Power Point presentation (they will have to do this as homework).</p> <p>I ask them to</p>	<p>Students rewrite the myth in their own words.</p> <p>Students produce sentences in order to revise imperatives, conditionals and modal perfects.</p> <p>Students create their own myth using images and text in a Power Point presentation.</p>	<p>Summary of the myth we have read.</p> <p>Production of sentences following a specific pattern for a specific purpose.</p> <p>Creation of a myth using a Power Point Presentation.</p>

	<p>reflect on a couple of questions that will lead us to a debate during another lesson (speaking):</p> <p>“Icarus ignored instructions not to fly too close to the sun. Don’t you wish that Icarus had listened to his father? Do you always follow your parents’ instructions?”</p>		
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-RESOURCES/ MATERIALS-

- A PC and access to a projector to show power point visuals before reading the myth.
- Power Point presentations with key words and characters (materials 1 and 2).
- Pupils are given a photocopy with the power point images and blanks to fill in, in order to check they’ve become familiar with the characters and they’ve learnt key vocabulary. (Material 3)
- Pupils are given a photocopy with the myth. (Material 4)

- Pupils are given a photocopy with instructions for after-reading activities (Material 5)
- Access to a computer room to create their own myth.

MATERIAL 1 (CHARACTERS) (Materials 1 and 2, on Power Point slides)



Daedalus and Icarus



King Minos of Crete and his wife Pasiphae



Pasiphae entering in Daedalus' hollow wooden cow



Minotaur



Theseus



Ariadne giving Theseus the thread which will help him find his way out of the labyrinth.

MATERIAL 2



Bull



Craftsman



Labyrinth



Feather



Wing

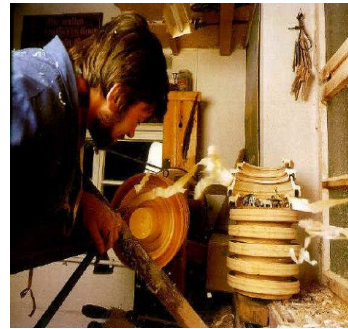


wax

MATERIAL 3 (photocopy for students, pre-reading activities)

1) LABEL THE PICTURES:





2 MATCH THE WORDS WITH THEIR DEFINITIONS:

LABYRINTH / HOLLOW / WOODEN / FEATHER / WAX / WARN /
DAMP / CLOG / MELT / DROWN/ MINOTAUR

-Empty; having a hole or space within:

-To die or kill by immersion in liquid:

-To advise, to make someone aware of danger:

-A maze, a complex system of paths in which it is easy to get lost:

.....

-A mythical monster with the head of a bull and the body of a man:

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-To obstruct or become obstructed:

-Flat light epidermal structure that forms the plumage of birds:

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- To become or make liquid, as a result of the action of heat:
- A yellowish or dark brown substance which is very sticky:
- Made from or consisting of wood:
- Slightly wet:

MATERIAL 4

THE LEGEND OF DAEDALUS AND ICARUS

King Minos of Crete sacrificed a fake bull in place of his favourite snow white bull in order to fool Poseidon, god of the sea. Poseidon became angry and cast a spell on Queen Pasiphae, Minos' wife, that made her fall in love with the white bull.

Daedalus was a famous architect, inventor and master craftsman who lived in King Minos' court. Daedalus built a hollow wooden cow, into which Pasiphae lowered herself to satisfy her amorous longings for the white bull. The queen became pregnant and gave birth to the dreaded minotaur, a hideous creature with a man's body and a bull's head.

Daedalus built a labyrinth in which King Minos was able to hide the hideous bull-man. Afterwards, an Athenian king, Theseus, killed the minotaur in the labyrinth, found his way out with Daedalus' help and escaped with the king's daughter, Ariadne.

At the failure of the labyrinth, Daedalus lost the favour of the king and was imprisoned with his son Icarus in a high tower. Daedalus wanted to escape from his prison, but all sea-going vessels were searched carefully. "King Minos may control the land and sea", thought Daedalus when he watched the birds fly, "but he does not control the air. We will escape that way!"

Daedalus set to work fabricating wings for himself and his young son, Icarus. They put many feathers together over a frame of his design, beginning with the smallest feathers and adding larger feathers. The larger feathers Daedalus secured with strong thread, but the smaller ones he secured only with wax. He equipped his son with a similar set of wings, but smaller.

Before flying, Daedalus warned his son not to fly too close to the sun, as it would melt his wings, and not too close to the sea, as it would dampen them and make it hard to fly. He said: "Icarus, my son, I charge you to keep at a moderate height, for if you fly

too low, the damp will clog your wings, and if you fly too high, the heat of the sun will surely melt these wings.”

Daedalus kissed the boy, not knowing that it was for the last time ever. Then, rising on their wings, father and son flew off, escaping from the prison that King Minos had put them in. But the young Icarus, overwhelmed by the thrill of flying, did not pay attention to his father’s warning, and flew too close to the sun. The nearness of the blazing sun softened the wax which held the smaller feathers together, and they came off in bundles. He fluttered with his arms in despair and cried to his father, but fell to the ocean and drowned. His father cried, “Icarus, Icarus, where are you?”. Daedalus flew far and wide, searching for his son. At last he saw the all-too-familiar feathers floating on top of the water and, bitterly lamenting his own arts, Daedalus scooped up his son’s body and buried it on shore, calling the land “Icaria” in memory of his dead child.

MATERIAL 5 (AFTER-READING ACTIVITIES)

- 1) Students must write a **summary** of the myth we have read in their own words.
- 2) Students must **analyze** the last paragraph and decide which parts of speech help the author emphasize the tragedy and help the reader predict the outcome.
- 3) Students must produce sentences in order to revise **imperatives, conditional sentences** and **modal perfect verbs**:
 - Daedalus gave his son an important warning concerning the use of the wings he had built for them to escape. Write the words Daedalus probably said to warn his son:

(I expect my students to use imperative verbs: *“don’t get too close to the sun...”* or even conditional sentences: *“If you get too close, the wax will melt...”*.)
 - *Modal verbs*: Looking at the past. In this story, some people should have acted in a different way. Write sentences saying what they should have or should not have done:

(Daedalus should not have killed his nephew, Icarus should have obeyed his father, Ariadne and Theseus should not have eloped ... and any sentences that the students can think of that make sense)

- 4) Final task (as homework): Create your own myth using a Power Point presentation.

MATERIAL 6 (used in a previous lesson to explain the features and differences between myths, legends and fables)

<http://www.planetozkids.com/oban/what-is-difference-between-myths-legends-fables-folk-tales.htm>

What are myths? Myths are made up stories that try to explain **how our world works** and **how we should treat each other**. The stories are usually set in times long ago, before history as we know it was written.

People have always asked questions like “How did our world come to be?” or “Why do tornadoes happen?” Some myths answered these questions.

In other myths, gods or “super-beings” used their powers to make events happen. Or the stories were the adventures of gods, goddesses, men and women.

These myths described the big things that happened to people and the choices they made. They might be about triumph (achieving something), tragedy (losing something), honour (doing the right thing), being brave even when you are frightened, or being foolish and making mistakes. People might be heroes in these stories and gods and goddesses could use their powers to help them or make things more difficult for them.

Around the world, myths were shared by **groups of people** and became part of their culture. Storytellers have passed the stories on from generation to generation and through families. Some myths are told in many cultures, but with variations in the events or characters. For example, most cultures, tribes or groups of people have their version of how our world came to be.

For early people, myths were like science because they explained how natural events work. Today we don’t always know if myths are true or not. Some of the stories or characters may seem impossible, and science gives us different explanations for some of our questions. But people all over the world still like to read myths and we all like to think about what they might mean.

“Myth” comes from the Greek word “mythos” which means “word of mouth”.

EVALUATION

I will observe that students are matching the vocabulary to the image, recognize the characters and understand words or expressions essential to general understanding of the myth.

I will ask weaker students factual (surface) questions: Who? Where? What? , in order to make sure they identify the general idea.

I will ask stronger students about specific information: rhetorical devices, effect on the reader...

I will ask the students to relate the content to their own life experiences ("Have they ever been warned about something and they haven't paid attention to the warning? What were the consequences?")

I will observe that students are able to summarize the myth in their own words.

I will observe that students are able to produce sentences with which they warn, advise, regret or show disappointment.

I will observe that the students are able to create their own myth, using different cohesive features, adequate morphology and syntax.

I will observe that students are able to use ICT tools to make their presentations.